

# Lesson Planning and Design

Woonsocket Education Department  
2011-2012

# Defining Constructivism

- Quick Write
  - Individually - In 1 minute write down what comes to mind when you hear the word “constructivism”
  - Pair - In 2 minutes share with a partner your thoughts on “constructivism”
  - At your table - list words or short phrases that came up in the discussions

# Constructivism - 1

- Constructivist learning is:
  - Based on students' active participation in problem-solving and critical thinking regarding a learning activity which they find relevant and engaging.
  - They are “constructing” their own knowledge by testing ideas and approaches
    - based on their prior knowledge and experience
    - applying these to a new situation
    - integrating the new knowledge gained with pre-existing intellectual constructs.

# Constructivism - 2

- Constructivism holds that learners ultimately construct their own knowledge. Among its key precepts:
  - Situated or anchored learning
    - Presumes that most learning is context-dependent, cognitive experiences situated in authentic activities
  - Cognitive apprenticeships
    - Result in richer and more meaningful learning experiences
  - Social negotiation of knowledge
    - A process by which learners form and test their constructs in dialogue with other individuals and the larger society

# Defining Constructivism 2

- At your tables
  - Revisit the list of words and phrases you came up with
  - Discuss and make
    - Additions?
    - Deletions?
    - Changes?

# Constructivism - Theorists

- Major theorists
  - Jean Piaget
    - Cognitive Stages
  - John Dewey
    - Experiential Learning
  - Lev Vygotsky
    - Zone of Proximal Development

# Jigsaw

- Read the text you are assigned
  - Identify 3-5 key points
  - Respond to the question:
    - How does this inform instructional practice?
  - Share at your table

# Defining 21st Century Skills

- Quick Write
  - Individually - In 1 minute write down what comes to mind when you hear the words “21st Century Skills”
  - Pair - In 2 minutes share with a partner your thoughts on 21st Century Skills
  - At your table - list words or short phrases that came up in the discussions

# 21st Century Skills - 3 Rs to 5 Cs

- Mastery of **C**ore subjects:
  - ELA; Mathematics; World Languages; Science; Social Studies - Economics, Geography, History, Government, Civics; Arts
- **C**ritical thinking and problem-solving
- **C**ollaboration
- **C**ommunication
- **C**reativity and innovation

# 21st Century Skills - Detailed

- **Information, Media, and Technology Skills**
  - Basic, scientific, and technological literacies
  - Visual and informational literacy
  - Cultural literacy and global awareness
- **Life and Career Skills**
  - Flexibility and Adaptability
  - Initiative and Self-direction
  - Social and cross-cultural Skills
  - Productivity and Accountability
  - Leadership and Responsibility

# Create

- Each read through your assigned section of the article
  - Create a poster explaining 21st Century Skills using ONLY a visual representation

# Educator Evaluation: Pair-Share

- Standard 1: Preparation and Planning
  - Work in pairs to look at the rubrics for Standard 1
  - Focus on the language that differentiates the Developing, Effective, and Highly Effective categories
    - Highlight or underline the key words
  - Summarize - What, in general, is the difference?

# Questions



# Daily Lessons/Units of Study

- Instructional procedures and formative assessment are the only part of the plan that is completely different for each day
- Other areas may need tweaking for individual days, but could be cut and pasted

# Knowledge of Students

- Unit level
  - Generally stays the same over the course of a unit
    - May change for different content areas (elementary)
    - May change over the course of the year
  - Exemplar

# Knowledge of Content and Pedagogy

- Standards
  - Unit level
  - Exemplar
- Scope & Sequence
  - Where does this lesson fall in relation to the Scope and Sequence for this content?
    - May change based on the specific lesson

# Instructional Outcomes

- Could be unit level with tweaking for lesson level
- Exemplar

# Assessment

- Summative - unit level
- Formative - lesson level
- Exemplar

# Resources

- Classroom materials - could be unit with tweaking for lesson
- Outside - unit level, lesson level
- Exemplar

# Instructional procedures - 1

- This is the part of the lesson plan that will change daily
  - Always lesson level
  - If a project over time, this could be the same for several days - but each daily lesson should have all three components:  
Introduction, Engagement, Closure

# Instructional Procedures - 2

- Workshop model
  - Time frames
  - Not script, capitalize on teachable moments, but within the framework of the planned lesson
- Exemplar

# More Questions

QuickTime™ and a  
TIFF (Uncompressed) decompressor  
are needed to see this picture.